DOCUMENT RESUME

ED 447 701 FL 026 477

| | |
|---|---|
| AUTHOR | Cruz, Gladys I. |
| TITLE | Collegial Networks: A Team of Sixth-Grade Teachers in a Two-Way Bilingual Program. |
| INSTITUTION | National Research Center on English Learning and Achievement, Albany, NY. |
| SPONS AGENCY | Office of Educational Research and Improvement (ED), Washington, DC. |
| REPORT NO | CELA-13008 |
| PUB DATE | 2000-00-00 |
| NOTE | 39p. |
| CONTRACT | R305A60005 |
| AVAILABLE FROM | University of Albany, School of Education, B-9, 1400 Washington Avenue, Albany, NY 12222. Tel: 518-442-5026; Internet: http://cela.albany.edu. |
| PUB TYPE | Reports - Research (143) |
| EDRS PRICE | MF01/PC02 Plus Postage. |
| DESCRIPTORS | Bilingual Education Programs; Case Studies; Classroom Environment; Educational Administration; *English (Second Language); Grade 6; *Immersion Programs; Middle Schools; Professional Development; Second Language Instruction; Second Language Learning; *Teacher Administrator Relationship; Teacher Attitudes; Teacher Education; Teaching Conditions; Teaching Methods |
| IDENTIFIERS | Content Area Teaching; *Two Way Bilingual Education |

ABSTRACT

This case study focuses on a team of middle school teachers in a two-way immersion bilingual education program. The report explores the following questions: How does the organizational structure of the middle school under study promote or impede professional networks among the teachers? What type of teaching-learning practices do these forces promote? What are the feature components of the language, reading, writing, and content area study that make the classrooms under study special places where "high literacy" is taught and learned? These questions are examined by considering three interrelated contexts: teachers as individuals, teachers as members of professional networks, teachers as members of classroom communities. By looking at these three contexts, we can consider the multiple voices that influence teachers' practices. The study also illustrates how the organizational structure of a middle school can promote collegial relationships among bilingual and mainstream teachers, which affect these teachers' practices. (Contains 28 references.) (Author/KFT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 447 701

# COLLEGIAL NETWORKS: A TEAM OF SIXTH-GRADE TEACHERS IN A TWO-WAY BILINGUAL PROGRAM

GLADYS I. CRUZ

CELA CASE STUDY NUMBER 13008

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

# Collegial Networks: A Team of Sixth-Grade Teachers in a Two-Way Bilingual Program

Gladys I. Cruz

National Research Center on English Learning & Achievement
University at Albany
State University of New York
1400 Washington Avenue, Albany, New York 12222

Report Number 13008
http://cela.albany.edu/cruz/index.html
2000

**ACKNOWLEDGMENTS**

My deepest gratitude to the entire educational community of the two-way bilingual education program reported here for their cooperation during the two years of this study. Thanks also to Roseann Gonzales and Judith Langer for suggestions that have strengthened this report.

G. C.

**National Research Center on English Learning & Achievement**
University at Albany, School of Education, B-9
1400 Washington Avenue, Albany, NY 12222
http://cela.albany.edu
518-442-5026

The Center on English Learning & Achievement (CELA) is a national research and development center located at the University of Albany, State University of New York, in collaboration with the University of Wisconsin-Madison. Additional research is conducted at the Universities of Georgia and Washington.

The Center, established in 1987, initially focused on the teaching and learning of literature. In March 1996, the Center expanded its focus to include the teaching and learning of English, both as a subject in its own right and as it is learned in other content areas. CELA's work is sponsored by the Office of Educational Research and Improvement (OERI), U.S. Department of Education, as part of the National Institute on Student Achievement, Curriculum, and Assessment.

This report is based on research supported in part under the Research and Development Centers Program (award number R305A60005) as administered by OERI. However, the contents do not necessarily represent the positions or policies of the Department of Education, OERI, or the Institute on Student Achievement.

00/06-13008

## FOREWORD

The school door you will open as you read this case study reveals a very special place. Here students are actively involved in becoming highly literate; they are learning how language works in context and how to use it to advantage for academic purposes. Here, too, teachers are supported in their efforts to improve their teaching and to grow as professionals.

What makes this kind of environment possible? A team of field researchers and I have been exploring this question in a major five-year project for the National Research Center on English Learning & Achievement (CELA). This case study is one part of that project, which involves 25 other English programs nationwide. Each is providing English instruction to middle and high school students. Most are exemplary; some are more typical and give us points of contrast. Overall our study examines the contexts that lead to thought-provoking learning in English classes and the professional contexts that support such learning. This case report offers a portrait of a cluster of teachers within the contexts of both their school and profession. We offer it to provide food for thought and a model for action for readers or groups of readers who wish to improve the English language arts learning of their own students.

The programs we are studying represent great diversity in student populations, educational problems, and approaches to improvement. The reports and case studies that comprise this project (listed on page 33) do not characterize programs as process-oriented, traditional, or interdisciplinary. Instead, they provide a conception of what "English" is as it is enacted in the classrooms of our best teachers, how these teachers have reconciled the various voices and trends within the professional community in their own practices, how their schools and districts support and encourage their efforts, and how in turn the contexts they create in their classrooms shape the high literacy learning of their students. The results have implications for curriculum, instruction, and assessment, as well as policy decisions, in English and the language arts.

In two cross-cutting reports, I have analyzed the data across all case studies for overarching patterns, identifying and discussing particular features of teachers' professional experiences that permeate these special programs as well as the features that characterize their instruction.

I am profoundly grateful for the cooperation and vision of the teachers and administrators who contributed their time and ideas so generously and so graciously to this project. It was indeed a privilege for the field researchers and me to enter into their worlds of learning – a place I now invite you to visit and learn from in the following pages.

Judith A. Langer
Director, CELA
April 2000

# Collegial Networks: A Team of Sixth-Grade Teachers in a Two-Way Bilingual Program

Gladys I. Cruz

*This case study focuses on a team of middle school teachers in a two-way bilingual education program. The report explores the following questions: How does the organizational structure of the middle school under study promote or impede professional networks among the teachers? What types of networks are encouraged? What forces influence teachers' day-to-day practices? What type of teaching-learning practices do these forces promote? What are the feature components of language, reading, writing, and content area study that make the classrooms under study special places where "high literacy" is taught and learned? These questions are examined by considering three interrelated contexts: teachers as individuals, teachers as members of professional networks, and teachers as members of classroom communities. By looking at these three contexts, we can consider the multiple voices that influence teachers' practices. The study also illustrates how the organizational structure of a middle school can promote collegial relationships among bilingual and mainstream teachers, which affect these teachers' practices.*

## Related Research and Background

### Teachers as Individuals

Hargreaves (1993) points out that individuality is a positive characteristic of teachers. "The power to make independent judgments and to exercise personal discretion, initiative, and creativity through their work are important to many teachers" (p. 69). In a similar vein, Huberman (1993) presents the artisan model as the most accurate description for the teacher. He suggests that teachers are "independent artisans"; as such, they take that which serves them best and use it in the most appropriate way. Student differences drive teachers to structure the learning acts differently. I suggest that the model of teachers as "individual artisans" seems more appropriate than that of "independent artisans," because the latter presupposes that teachers are independently shaping themselves as professionals. In this latter model, we lose all social interactions. Yet, no matter how independent a teacher may seem to be in the classroom, there have been (and most likely still are) many people who have influenced him/her.

**Teachers as Members of Professional Networks**

The subject department and the school are the main networks that influence teachers' everyday practices (McLaughlin & Talbert, 1990; McLaughlin, 1993; Little & McLaughlin, 1993; Johnson, 1990; Stodolsky & Grossman, 1995). For example, Johnson (1990) indicated that for elementary school teachers, membership lies mainly within the school; whereas, for secondary school teachers membership lies primarily within the department. This suggests that elementary teachers reflect school beliefs and values in their practices and that secondary teachers are more likely to mirror the departments. Stodolsky and Grossman (1995) state that "subject matter is one of the primary organizers of the professional life of secondary school teachers. From the moment high school teachers prepare for teaching, subject matter assumes a central role" (p. 228).

McLaughlin and Talbert (1990) broaden the scope of teachers' collegial networks. They indicate that "effective teaching depends significantly on the contexts within which teachers work – department and school organization and culture, professional organizations and networks, community educational values and norms, secondary and higher education policies" (p. 2). Some researchers have found that often within a single school or department, collegial relationships can be different (Siskin, 1991), thus influencing teachers' practices differently.

McLaughlin (1993) shows how important teacher networks can be in helping promote collaborative problem solving:

> Effective responses to the challenges of contemporary classrooms require a spirited, reflective professional community of teachers – a workplace setting that allows examination of assumptions about practice, focuses collective expertise on solutions based on classroom realities and supports efforts to change and grow professionally. Strong professional communities allow the expression of new ideas and innovations in terms of specific curricula and student characteristics (p. 98).

Such collaborative problem-solving responses would undoubtedly be useful for teachers facing the challenges of linguistically and culturally diverse classrooms. Many schools lack the expertise of bilingual and English as a Second Language (ESL) teachers to address the needs of these children (Allington & Cunningham, 1996; Torres-Guzman & Goodwin, 1995; Halford, 1996). Moreover, even in those schools with bilingual teachers, collaboration among bilingual and mainstream teachers is rarely talked about. As Allington & Cunningham (1996) suggest, they

belong to different systems. Mainstream teachers of language arts, science, math, and social studies belong to the "first system," whereas special education, bilingual, ESL, and other specialized teachers belong to the "second system." These two systems rarely come in contact and they often represent different curricula altogether.

The two systems do come into contact in two-way programs, an approach in which ESL students *and* English speaking students both learn content in two languages (see below for a fuller description of two-way programs). Due to the mainstream objectives of two-way programs, in them the two systems, ideally, coalesce. For example, Calderón (1995; 1996) conducted a five-year case study in an elementary two-way program (grades one to five) and found that collaborative efforts in team-teaching organizations among 24 teachers (12 mainstream and 12 bilingual) facilitated the following:

1. development of an extensive teaching repertoire;
2. easier lesson planning – "the fun of planning";
3. enhanced and enriched lessons;
4. confidence in inventing and experimenting together;
5. the comfort of sharing in learning, successes, and failures;
6. positive feeling toward change;
7. a positive and uplifting outlook on children;
8. a spirit of cooperation and mutual support;
9. giving up textbooks and workbooks with joy;
10. a feeling of security that the other teacher is there;
11. learning to communicate with peers;
12. complementing each other to achieve a more holistic instructional program;
13. self-esteem for the Spanish-speaking child as well as for the bilingual teacher;
14. confirming or dispelling assertions about individual student needs; and
15. having someone there to clarify, reiterate, monitor, assist (Calderón, 1995, pp. 4-5).

The list may seem long, but it is important to highlight such findings due to the fact that the bilingual teachers become part of the "first system." It would be pertinent to conduct studies that not only focus on the affective aspects of such experiences for teachers but also assess the potential impact on students' academic growth.

**Teachers' Multiple Voices**

Bakhtin (1981) presents an interesting conceptualization of the differentiation of language according to professions. He speaks about "the language of the lawyer, the doctor, the businessman, the politician, the public education teacher and so forth" (p. 289).[1] We can think of an example of "the public education teacher" as an individual who has a language related in a broad sense to the teaching profession that is in constant change. When this teacher becomes a specialized teacher (such as a math teacher), then this teacher adds an additional language to his/her repertoire; that of the specialization. In this vein, Siskin conducted (1991) a study of a math and English department in a California high school and perceived language differences that related specifically to each of these subjects. In this exploratory case study, Siskin attended the math and English department meetings regularly. She stated: "Attending a meeting of a different department can be like entering an unfamiliar country: Each has a shared and specialized language and draws on a separate knowledge base largely inaccessible to the uninitiated" (p. 143).

A teacher may also interact with other teachers with different specializations and continue to add specialized languages to his/her repertoire (as in the case of the teachers reported in this study). These multiple languages represent multiple voices that originate from a history of social experiences, for example: personal experiences as a child, student, or friend; teacher preparation programs (which are most likely influenced by a school of thought); membership in a school (which usually has its own ideological system and historical experiences that are somewhat different from other schools); membership in a department, including expertise in a subject, language related to the subject, and values and beliefs about what knowledge is important to promote in the subject; and membership in a variety of professional organizations. It is important to note that these multiple voices are in constant change, shaping and influencing the teacher continuously.

This case study will look at the participating teachers within three interrelated spheres: 1) an individual or personal sphere, 2) multiple professional networks, and 3) the classroom community. It will also examine how this amalgam of multiple voices, "heteroglossia," shapes and influences teachers' practices.

**Two-Way Bilingual Programs: An Overview**

The two-way bilingual education program is an educational innovation that has been gaining national interest from researchers and state and school district policy makers. These programs are also called partial immersion, double immersion, dual language, and dual language developmental programs. In these programs two groups of students, often referred to as Limited English Proficient (LEP) and English Proficient (EP) students, are instructed together in a shared learning environment in two languages. (The terms LEP and EP are used here for purposes of consistency with federal and state mandates.)

This program model uses the state and local curriculum in two languages for both EP and LEP students. The programs rest on the following theoretical principles: bilingualism fosters cognitive flexibility; instruction in the native language facilitates second-language learning; a second language is best learned in a native-like environment with native speakers of the language; and language minority students are a natural linguistic resource for the United States, whose native language should be enriched.

Researchers have found that two-way bilingual education programs in the United States are highly variable in implementation designs (Collier, 1992; Thomas & Collier 1997; Craig, 1995; Mahrer & Christian, 1993; Christian & Whither, 1995). Three designs have been identified (Cruz, 1997). The first, a "50/50 Design," devotes equal instructional time to both languages for all students during the program's life. The second, which I call a "One-Way Partial Immersion/Maintenance Design," (referred to as 90/10 in the research) begins with all students receiving more instructional time in the language other than English until a 50-50 ratio between the two languages is reached by the third or fourth year. The third, which I refer to as the "Second Language Enrichment Design" (SLED), begins with each language group receiving more instructional time in their dominant language until a 50-50 ratio between the two languages is reached by the third or fourth year (Cruz, 1997). Craig (1995) has stressed that although program designs are diverse, all programs have the same underlying goals: to promote bilingual proficiency, academic achievement, and cross-cultural understanding. She indicated that these programs have been effectively achieving these goals. Most two-way programs across the nation have three main components: instructional, parental involvement, and staff development.

## The Case Study

**Site Selection.** As with all the exemplary sites in the overall study of which this case is but one part, King Middle School was first recommended as exceptional by state and district officials.[2] The director of this study, Judith Langer, and I then visited King's two-way bilingual program. As discussed below, the program, together with the entire environment that houses the program (school, district, and community) gave sufficient evidence of educational excellence for us to select it for the study.

**Data Collection.** Various types of data were collected throughout each academic year in order to identify the forces that influenced the participating teachers and to get a comprehensive understanding of the curriculum, instruction, and assessment features that supported the classroom interactions under study. All key people identified as influential to the program's planning, development, and implementation were interviewed. The interviews with teachers and students were designed to obtain information on features of curriculum, instruction, and assessment that directly related to the classes under study. Regular conversations (via telephone and face-to-face) with the participants and occasional informal interviews were conducted. All interviews were recorded and transcribed. Data also included teachers' journal logs, which recorded teachers' reflections on their teaching. The school was visited at least one week during each of four semesters (1996-1998), and classroom interactions were observed and teachers' professional meetings were attended. Curriculum information, student work, and other school, district, and state materials pertaining to the program were collected as well.

**Data Analysis.** The data from the different sources were triangulated in order to discern patterns that would allow us to answer the research questions that guided this study. The preliminary coding and analyses of the data suggest that the teachers were influenced by forces from three main contexts: personal, professional, and the classroom. Each of these contexts presents a range of features that affect the teachers' practices.

## The Setting

### The School District

The study took place in a progressive school district in New York State known for its efforts to provide all students with excellent teaching-learning experiences. The school district is relatively large, with a total student population of approximately 8,500 students in six elementary, two middle, and one senior high school. "Long recognized as a progressive school district with exemplary programs, it has received many federal and state awards for 'Excellence' in educational practices on behalf of its students" (1994-95 Two-Way Planning Grant Application, p. 1). The assistant superintendent and director of the two-way bilingual program indicated that King Middle School was chosen for the two-way program due to its large population of LEP students with a Spanish-speaking background. To ensure confidentiality, all names used in this case study, including school, district, teachers, students, and administrators, are pseudonyms.[3]

### Abraham S. King Middle School

Abraham S. King Middle School serves a population of approximately 890 students in grades six through eight. Approximately 33% are Hispanic; 21%, African American; 43%, White; and 3%, Asian or Pacific Islander. The school is located in the outskirts of New York City, about 20 miles from the center of Manhattan. It is surrounded by a residential area of mid-sized houses in a quiet neighborhood that feels quite secure. The residents are primarily poor to lower middle class with only a small percentage of college-educated professionals as residents.

The school building resembles a castle. Built of gray stone, it has large French style windows with aqua trim, various wings, and a tower. The building conjures up images of princesses, fairies, knights, and kings. Two large metal doors painted dark brown serve as the main entrance. The long hallways are decorated with student work. There is a quietness and harmony in the building. It is known in the district as the "school without a bell." Indeed bells are unnecessary, for everyone seems to clearly understand where they must be and when.

During the 1996-97 school year, King Middle School received a Blue Ribbon School of Excellence award from the U.S. Department of Education. King is the only school within its county, and one of only 21 middle schools nationwide, to receive the Blue Ribbon distinction that year. (District Bulletin, Vol. 60, No. 7, June 1997).

The school gives students a variety of experiences to achieve high levels of academic growth. The following describes the quality of teaching-learning experiences that take place at King from a student's perspective. The poem was published in King's newly created literary and art magazine, which is a compilation of students' art and literary work.

Life in King

Everyday teachers and students
enter a learning zone.
A place
Where
Fun, intellectual collaboration happens

A day in King can lead to
Commotion,
Suspense,
Stress,
and
Knowledge.

All in all
It is said, Life in King
Is a continuous
Learning Experience.

(*Expressions of King*, Volume I, Spring 1997, p. 2.)

As the poem suggests, everyone is continuously learning in a collaborative setting in this school. Teachers and students regularly share their roles of guides and learners.

In addition to the new art and literary magazine, King has a history of involvement with special initiatives aimed to enrich students' educational experiences. For example, the school received a grant to develop a fish farm. Through this unique experience, students from different classes have "hands on" experiences learning about fish development and maintenance. The

school also provides classes in four foreign languages: Spanish, French, Italian, and Latin. King Middle School has two additional innovative programs for its high achieving student population. The first is a mentorship program that pairs local doctors with eighth graders taking the New York Regents level biology class. The program began with five participating doctors and during the 1996-97 school year, had 24 doctors who share their time with the students. Activities include, for example, a visit to a surgical ward for introductory tours through laparoscopic surgery, general surgery, and anesthesiology.

The second innovative program for high achieving students is the two-way bilingual education program. It is a relatively new program and the first of its type in this district. It relies on a "reciprocal learning" model, meaning that two language groups (referred to in the school as Spanish dominant and English dominant, instead of LEP and EP, respectively) are exchanged for selected learning experiences. In order for this to work, students must be instructed in a parallel curriculum, which requires collaborative planning among the teachers in the program.

The implementation of this dual language program illustrates the school's valuing of student diversity. This value is also reflected in the variety of teaching and learning approaches encouraged at the school level. "Lectures, trips, demonstrations, projects, written tasks, readings, problem solving, cooperative learning, and computer aided instruction are among the strategies employed in teaching and learning in all subject classes" (Parent-Student Handbook, more widely known as the "Agenda," p. 2).

**Student Achievement in English**

Teachers in the two-way bilingual program at King Middle School use a common assessment structure across the disciplines. Students are exposed to a variety of assessments, both formal and informal, that measure their progress and achievement.

The final evaluation of the two-way program shows that students in the program seem to be progressing steadily:

> End of Year Report Card grades indicate that the [dual language] students performed at or above expectation on class and home assignments. Subjects taught in the native language received a greater "weighting" than subjects taught bilingually or in the second

> language. This result, in concert with the strong oral language performance of students, suggests that the program variables of "time, student grouping, teacher clustering, and L2 [second language] instruction through content areas" are working successfully on behalf of King's dual language students. (Final Evaluation Report, 1995-1996, p. 3).

In addition, the school administers state-required assessments on which King students score higher than would be expected for a school in a community that falls below the median income range. For example, on the state reading test, sixth graders at King performed better than the combined average of all the public schools in the state. In 1995-96, 88% of King's sixth graders scored above the state reference point; overall only 82% of New York public school students combined scored above the reference point. The next year, 91% of King's sixth graders, as compared to 86% of New York's public school students combined, scored above the state reference point.

**The School: A Critical Element for the Program's Success**

In order for an educational innovation such as a two-way bilingual program to be successful, it is necessary that the entire educational environment where it is implemented support it. Research findings have suggested the importance of a supportive context for LEP students' treatments to be successful (Lindholm, 1987; Thomas & Collier, 1997). This feature has also been found to be a critical factor for the success of two-way bilingual education programs (Lindholm, 1987). The commitment of King teachers to make the program work illustrate that this program has a supportive context. In addition, conversations with the school director and assistant superintendent brought out their support of and commitment to the program at King.

**Structural Organization of the School and the Program**

King Middle School is organized into three houses, referred to here as The Red House, The Yellow House, and The Blue House. Each house has its own distinct features, as described in this interview by teacher Dana Washington:

> It's sort of like living in the same town, with three different families. We don't really know what the other two are doing. It's like having three families. You know . . . your neighbors, but you really don't know what's going on inside. Each house is distinct within itself.

Each house consists of three interdisciplinary clusters, one each for grades six, seven, and eight. In each grade cluster, a group of four or five teachers teaches different subject content to a common group of approximately 100 students.

The organizational structure of the school allows teachers from different departments (e.g., math and social studies) and teams (e.g., multiple grades) to interact on a regular basis. Teachers who belong to different systems (Allington & Cunningham, 1996) come in contact due to this organizational structure and unique program. For example, teachers who belong to the second system (e.g., bilingual education, ESL, SSL) become part of the first system (e.g., math and social studies). In order for this to be possible, teachers are given a common preparation time on a daily basis that ranges from one to two periods. In addition, teachers often have joint lunches.

The data reported in this study focus primarily on three teacher participants from a sixth-grade cluster in The Yellow House: Donald Silvers, the mainstream social studies and reading teacher; Dana Washington, the mainstream math and reading teacher; and Pedro Méndez, the bilingual teacher (referred to as the dual language teacher). Every teacher at King must also be a reading teacher – King's way of ensuring additional focus on students' literacy learning and achievement. (The cluster has two additional teachers, an English language arts teacher and a science teacher. They did not wish to participate in the study fully although they allowed us to interview and observe them for the length of the study. A guidance counselor is also part of the cluster. During the 1997-98 school year, Leticia Muñoz who taught Spanish as a Second Language (SSL) and María Soliván, a bilingual teacher who taught math and social studies, were also included in the study.)

As in many secondary schools across the nation, subject departments also exist at King Middle School. However, unlike many secondary schools, the department is not the main collegial network of teachers; the cluster serves this purpose. Each department has a chair with whom teachers have occasional contact. The chair's primary task is to oversee curricular goals, assessment, and content materials in the subject area both throughout the school and the district. Silvers, Washington, and Méndez all have interactions with the English Department chair. In

addition, Washington meets with the math department chair, and Silvers and Méndez meet with the social studies chair.

In general, King is structurally organized as a high school, with sixth-grade teachers having a dual specialization. Each of the mainstream teachers in The Yellow House teaches one content area and reading. For example, Washington teaches four sections of math and one section of reading. Similarly, Silvers teaches social studies to four groups of students and reading to one group of students. Méndez teaches reading in Spanish, Spanish language arts, social studies, and ESL to the group of sixth-grade Spanish dominant students. He also teaches ESL to seventh-grade Spanish dominant students.

For the English dominant population, there are sufficient teachers to provide different teachers for each subject area, but for the Spanish dominant population there are not enough bilingual teachers for each subject to be taught by a different teacher. (It must be noted that the students in this cluster are taught math in Spanish primarily by a bilingual teacher who participated in the study but who is not considered part of this sixth-grade cluster. This teacher does not have the same preparation periods as those of the sixth-grade cluster because she teaches math and science to both sixth and seventh grade students and cannot meet with the sixth-grade cluster.)

The structural organization at King allows teachers to establish strong collaborative networks within the grade cluster, instead of the departments. The different houses also promote this collaboration. The teachers in each cluster have one to two common preparation periods every day, during which they meet. The meetings focus on anything from the curriculum to parent nights.

### King Middle School's Two-Way Bilingual Education Program

The two-way bilingual education program at King Middle School falls under the category of a Second Language Enrichment Design (SLED). As described earlier, in this design students initially receive more instructional time in their dominant language until a 50-50 ratio between the two languages is reached by the third or fourth year. This design is based on the theory that a second language is best learned when students have mastery of their first language; therefore, it

promotes a high level of proficiency in the first language and in literacy before more intense exposure to the second language.

The proposal for funding for the 1995-96 school year indicates the following percents of instructional time in the first (L1) and the second (L2) languages.

> Spanish Dominant students will participate in L1 and L2 instruction in the following approximate ratios: Year 1 (1995-96), 65% L1 and 35% L2; Year 2 (1996-97), 55% L1 and 45% L2; Year 3 (1997-98), 50% L1 and 50% L2. English Dominant students follow a similar but less intensive acquisition schedule over a three year period: Year 1 (1995-96), 70% L1 and 30% L2; Year 2 (1996-97), 60% L1 and 40% L2; and Year 3 (1997-98) 50% L1 and 50% L2.

The percentages of proposed instructional time in L1 and L2 changed during the actual implementation of the program. This may have been due to the late approval of the funds during the 1995-96 school year. Nevertheless, during the 1996-97 school year, sixth-grade students in the two-way bilingual program received approximately 90% of their instruction through their native language and 10% through the second language, whereas the seventh graders received approximately 70% of their instruction through their native language and 30% through their second language. It was expected that during the third year of implementation eighth grade students would receive approximately 50% of their instruction in each of the two languages.

The King program relies on a "parallel curriculum structure" in which both groups of students have the same schedule and parallel learning experiences in order to facilitate reciprocal learning experiences during selected times. In order for these reciprocal learning experiences to take place "monolingual and bilingual staff cooperatively plan curriculum outcomes according to themes, and pace instruction following approximate intervals and time frames. This approach also requires that text resources supporting social studies, math, and literature . . . be similar" (Final Evaluation Report 1995-96, p. 2). The joint planning among the mainstream and bilingual staff prompted teachers to exercise their skills as artisans as well as promoting their professional collegial networks.

Interview accounts further illustrated this "parallel curriculum structure." Donald Silvers, (social studies and reading) explains:

> Well Mr. Méndez, the dual language teacher, has seventeen Spanish dominant students that he teaches in Spanish. [He's teaching] basically the same information that I'm teaching my English dominant kids in English, so we're on the same course. From time to

> time we switch, and his students come to me, and I teach [them] in English. They pick up as much as they can. My students go to him, and he teaches them in Spanish, and they pick up what they can. It's basically immersing them in the language. From time to time we come together and do a concurrent translation. If we're telling, let's say the story of the Trojan Horse, I'll begin telling the story, I'll say a few sentences, and Mr. Méndez will translate it in Spanish. Sometimes we just do projects together, and we both circulate around the room and we help whenever we can.

This parallel curriculum was also observed in site visits. On one occasion, Méndez used the ESL period to prepare his students for a joint social studies learning experience in English with Silvers. Students were studying the topic, "The Middle Ages." Méndez had a student guide the class through reading the text in English out loud to get an understanding of the text in English. Students read the text in English while the teacher probed their understanding using English (and sometimes Spanish when students did not understand). Students discussed their understandings in both English and Spanish. This was followed by a joining of the classes instructed through English by Silvers and Méndez. Students worked in linguistically mixed cooperative groups to complete the tasks both in English and Spanish.

The proposal that procured funding to implement the program suggest activities that are in concert with the practice in the dual language program.

> In order to articulate a language model consistent with effective instruction, district planners studied linguistic, programmatic, and cognitive research from leading experts in language development and social-linguistics . . . . As a result of these efforts, the King Dual Language Program incorporates the following characteristics:
>
> 1. Protected time for L1 monolingual lesson development
> 2. Integration of L2 skills and language concepts via subject area teaching
> 3. Scheduled periods integrating speakers of two languages and providing instruction to students using both languages
> 4. Incrementally increasing the complexity of language use, over time, in a variety of subject areas
> 5. Viewing 2nd language as a medium of school tasks rather than as a curriculum to be mastered (1995-96 Grant Proposal, p. 1).

## The Individuals and the Team

This study focuses particularly on three teachers from the sixth-grade cluster in The Yellow House. These teachers have very different characteristics: they differ in their ages, ethnic origins, teacher preparation programs, and years of teaching experience. Donald Silvers is a 32-year-old White male who has taught for nine years. Pedro Méndez is a 28-year-old Hispanic male with only three years of teaching experience. Dana Washington is a 52-year-old African American female who has approximately 29 years of teaching experience. Regardless of their differences, these teachers complimented each other. The content area and teaching knowledge of each individual teacher was shared with the rest of the team.

In the following section, I will show how each teacher is an artisan who has a personal and individual identity and professional life; how she or he works in professional networks at school; and how each teachers orchestrates a classroom community in which students achieve and that reflects multiple voices.

### Donald Silvers

Silvers is a relatively young teacher who has taught social studies and reading at King Middle School for nine years. His teaching experience seems to go back to his childhood:

> A lot of my friends are teachers. My sister's a teacher. My uncle is a teacher. So I'm surrounded by teachers, which has its good and bad points – sometimes you just can't get away from teacher talk. My roommate is a sixth-grade teacher, [too]." (Silvers interview)

This continuous "teacher talk" provides him with ideas to "try, steal, and adapt" in his own classroom. His views reflect notions of an individual "artisan" (Huberman, 1993): "I'll try [an idea] and then, usually [by] trial and error . . . I'm able to adapt it to make it work for me. If it doesn't work, then I just forget about it." In his accounts of his approach, Silvers articulates a multiplicity of voices (those of friends and relatives) that seem to affect his teaching practices. For example,

> My first seven years [of teaching], I was in grad school the whole time, which kept me up to date. Plus I read whatever I see that's interesting, and I talk with my colleagues. If

> it's working for someone else, I have no problem stealing and adapting it. (Silvers interview)

He is a lifelong learner who loves teaching:

> Well, growing up, some of my family members were teachers. I've always respected the teacher as a professional. I always liked school. I had a very positive school career. I love going to classes. I love learning. I think the reason I love it is because I'm around people all the time. (Silvers interview)

Silvers' main goal in teaching is keeping his students involved. In order to accomplish this he relies on his memories as a student. Here again, he relates his teaching practices to past experiences, multiple voices that have affected him as an individual. Some of these voices date back to when he was a child.

> A lot of what I do is the opposite of the way I learned. I realize that there's a better way to do it. I try to remember some of the teachers that I just couldn't stand, and I [ask myself] why couldn't I stand it – because they did it this way. It helps me. There are a few [teachers] that stand out. The ones that I remember are the ones that made the class fun. They gave you the opportunity to do it in a way that you would enjoy, if you could handle it maturely. That's what I'm constantly preaching to my students – that there are two ways we could do this: I could assign you this reading and give you questions and do it the old fashioned way and you'll be bored to tears, or we [can] try it this way, where I give you a part to play and you study the lines and we put on the play and we have some fun with it. So I try to take the good and the bad from everybody I've grown up around.

Silvers holds a BA from the State University of New York, an MS in reading from Connecticut State University, and an MS in administration from the College of New Rochelle in New York. He indicated that the courses in his reading specialization have been very helpful to him for both his reading and social studies classes. His teacher preparation, which was very different from Méndez's and Washington's preparation, also reflects specific voices that influence his practices. In particular, he refers to a professor who came to his classroom to observe him. She then modeled a lesson for him, and, in his words: "ripped apart all of my lessons and told me what I was doing wrong. She was really excellent."

For the first time in his teaching career, Silvers has been team teaching. During the first year of this study, he team taught reading with the English language arts teacher on a daily basis, and social studies with Méndez, the bilingual teacher, on at least a weekly basis. These two very different team teaching experiences seemed to make him a little uneasy at the beginning of the first year: "I'm in two very different programs for the first time. It's exciting, but it's also more

work, more confusing." However, by the end of the academic year his comments illustrated he had changed his perceptions regarding these experiences and he was listening to new voices: "I didn't think I'd like team teaching, because I kind of like having control at all times. But . . . it's worked out great!"

**Pedro Méndez**

Méndez is a young, enthusiastic, relatively new teacher. He has taught for three years, all in the dual language program at King Middle School, mostly with Spanish dominant students. However, his experience in the program has been very diverse. He has taught Spanish language arts, reading, math, social studies, and ESL. He seems happy with the organizational structure of the school, which allows him to interact with the interdisciplinary cluster to share ideas. Méndez comes in contact with multiple voices in this cluster that help shape him as an individual teacher. For example, he says:

> I follow the lead. There is already an established curriculum. There are experienced teachers. Mr. Silvers knows the timing and the pacing. What I do is adapt my teaching to whatever he's covering. I do a lot of discussion, allow[ing] students to take over the class. (Méndez interview)

The adaptation in Méndez's class often requires that he use the ESL period to teach content. He explains: "Because ESL and social studies are back to back, I use the mainstream ESL social studies book, and I try to adapt it as I go using ESL methodology." In this account, Méndez's adaptations reflect some characteristics of an individual "artisan" (Huberman, 1993) and bring together tools that he has gained (e.g., ESL teacher training) to adapt mainstream texts to ESL learners.

Méndez can easily relate to the Hispanic student population he teaches. He came to the United States mainland from Puerto Rico when he was in 11th grade. He says: "In high school [in the U.S.], I never received any form of bilingual or ESL instruction." Despite his short time on the mainland, he made it through the system. Méndez explains that this is due to his strong base in Spanish: "Reflecting on my own experience as a second language learner, having spent my beginning school years in Puerto Rico, I see myself as having achieved Cognitive Academic Language Proficiency (CALP) in Spanish." This comment shows some of the additional voices

that are shaping Méndez as a professional: readings for and discussions in the classes he is presently taking to obtain his bilingual education extension, which include researchers such as James Cummins (1984) who differentiates between CALP and Basic Interpersonal Communication Skills (BICS). (Cummins suggests that BICS takes a short period to achieve, one-three years, whereas CALP takes from five-eight years). He is using the readings to try to understand his own personal experience. He believes he had a well developed Cognitive Academic Language Proficiency in Spanish due to his many years of schooling in Spanish in Puerto Rico. He feels this helped him succeed in his schooling in English in the United States.

Méndez believes that his students are fortunate to have a program like the two-way bilingual program, which maintains and further develops their skills and knowledge in their first language. He indicated in an interview that, unlike his personal experiences, his students are encouraged to use their native language: "I was not encouraged to speak Spanish in school; these students are very lucky."

He holds a BA in Latin and Caribbean Studies, with a minor in Spanish, and an MS in TESOL from the State University of New York. His recent studies toward bilingual education extension, seem to be influencing his perceptions continuously. For example, he said:

> One of my professors said that one of the principal purposes [of our bilingual education classes] was to prepare us, give us weapons to be able to advocate and defend bilingual education. [The classes have] made me more aware of what it is I'm doing. [They have] also kind of solidified the things that I felt were right but heard were wrong in terms of learning a language. I always believed that everybody believed in bilingual education. It makes sense to teach students in the home language, you know. But some people believe that people shouldn't be learning in their home language. People truly believe that, so I guess it's a matter of making them aware. (Méndez interview)

He is an enthusiastic learner and looks at those teachers surrounding him as mentors. He constantly refers to the interactions among his cluster members. They seem to be for him the setting of "an apprenticeship into teaching." He also works at a local college in the afternoons, where he has another mentor, a professor. He feels these experiences keep him "in touch with education."

Méndez is highly satisfied with his job as a teacher, even though he never envisioned becoming a teacher. He is happy teaching and is further exposing himself to many professional development experiences to "become a better teacher," as he refers to it. However, he wishes to study law some day.

A multiplicity of voices shape Méndez as a teacher and are influencing his teaching practices. As he says, he "follows the lead" of teachers from his cluster. He is highly concerned with keeping his students involved. On site visits, when classes were observed, there were always students taking control of the class by serving as teachers. He also liked having students come up with their own questions on the readings. He then collected the questions and turned them into one list of comprehension questions for his Spanish reading class. He indicated that students' questions "reflect their thinking" and help keep them involved. This shows to some degree his constant interactions with colleague Silvers.

**Dana Washington**

Washington is a veteran teacher who brings 29 years of teaching experience to her math and reading position in the dual language program. Her experiences range from elementary to middle school and reflect her interactions with other teachers at different points in her teaching career. These seemed to offer her valuable insights as to the organization of the curriculum.

> I taught at the elementary school for eighteen years and then came to the middle school. I've taught first, second, fourth, fifth, and sixth grade. So I sort of know the structure. I've always worked in some type of cooperative structure or some type of team teaching [environment]. I have the inkling as to what [students will] need for the next level. At one point, I even took my fourth graders, and I taught them fifth grade [the next year].

Washington holds a BA in education, and a MA in elementary education from the State University of New York. She holds a second masters degree in administration and supervision from the College of New Rochelle. She indicated that she's basically finished with formal schooling. However, she continuously keeps abreast of what's happening in education. For example, she said she constantly reads articles from educational magazines and journals. She

picks up ideas from articles that she reads and adapts them to her classroom. She also interacts with other teachers on an informal basis, and in this way picks up additional new ideas.

Washington also seems to have multiple voices influencing her teaching practices on a regular basis. Even though she has many rich experiences as a teacher, Washington is constantly participating in workshops and other teacher professional development offerings. These have been influencing her teaching practices at present. For example, Washington took a cooperative learning workshop offered by the district and hopes to implement more cooperative learning activities and approaches with her students.

> I'm doing more cooperative, more team, more buddy teaching. I'm also doing less teacher [directed] instruction, because I find that the students are so used to teacher instruction that they don't really think for themselves.

Cooperative learning strategies were evidenced in classroom visits. For example, on occasions when Washington conducted reciprocal learning experiences, she always put the students in cooperative groups that were linguistically mixed. Students were always expected to explain how they solved the problem in English. One interesting fact about the problem solving activities she uses (Stenmark, 1995) is that students can solve them in a variety of ways, thus allowing students' multiple voices to be heard in the classroom.

**The Interdisciplinary Cluster**

The teachers from the sixth-grade cluster in The Yellow House come in contact with multiple professional networks that form their professional community. These teachers participate in school organizations, monthly curriculum development days, district workshops on a regular basis, occasional county and state workshops, and conferences. Washington and Méndez participate annually in national professional organization meetings. All of these professional networks come to bear on the grade cluster as well as on the teachers as individuals and as members of a classroom community. This study focuses on the network that seems to influence these teachers most: the grade cluster.

In King Middle School the interdisciplinary grade clusters are the main professional networks for the teachers. Teachers make constant reference to the grade clusters as the place to throw around ideas, get ideas for instruction, discuss assessment and curriculum issues, plan activities

for parents, and talk about special needs of students. Washington summarizes how the cluster functions:

> We have cluster meetings every day. Even though we're only supposed to meet twice a week, we end up meeting every day. We focus on assessment and curriculum, and we also talk about the students. I may have a problem with a student period seven, and another teacher may have a problem with this student period eight. So we know that after lunch we [may] really have to watch [him]. We talk about the kids' tardiness, absence, . . . that maybe two students in the same section work better not being together. So [we] deal with the social structure as well as the academic. We talk about the assessment, too, especially in terms of those we feel may need to be recommended to the resource room. A kid might be very good in math but not good in reading, and I [may] say, "Are we talking about the same kid?" We talk about the whole child. (Washington interview)

Silvers indicated that the cluster's common preparation time is critical and serves as a common period for him and Méndez to plan their activities and keep the curriculum for both language groups parallel.

> I continue to meet with Mr. Méndez everyday during our common planning period. We talk to each other about future lessons, activities, and projects. We also review our plans so that we can keep a parallel pace throughout the marking period. The planning time is critical to the program. We could not be a successful team without the time together. (Silvers interview)

In addition, the two often eat lunch together in Silvers' classroom, taking advantage of this additional opportunity to plan, when they have access to files, supplies, and the computer.

The cluster meetings also become the place for planning interdisciplinary lessons for the cluster's thematic units such as, "Shakespeare Study," "The Medieval Feast," and "The Greek Festival."

Outside workshops also influence the teachers in the cluster. For example, during the course of our study, all teachers in the Yellow House attended Dimensions of Learning and Cooperative Learning Workshops. The teachers reflected on the workshops as a team and incorporated their learning experiences in their classrooms and their cluster meetings. For example, Silvers explained in an interview how strategies they had learned in the Cooperative Learning Workshop were translated to their everyday cluster interactions: "Working cooperatively is a key for us, and the students like the way that we do things in our cluster, because we do a lot of things together. What I do in my class carries over into other classes, and it helps drive the point home." Cooperative learning strategies were observed in all of the classes studied.

As with any group, relationships in the cluster are not always rosy. Silvers said in an

interview: "Well it gets ugly sometimes." However, Washington and Silvers both indicated that the cluster always comes to terms. According to Silvers:

> In our cluster, we have no problem speaking our piece. We don't get offended by what the other person may say. We've had some real arguments, but they never go longer than our planning period. We always resolve them. We have no trouble saying, "that's a stupid idea" or "that's a great idea," in the same breath, and we don't get offended by it. If you have that type of relationship, whether it's a marriage or friendship or working with a colleague, if you can openly say what you want to say, without worrying about repercussions, that's the ideal person or people to work with. It just takes getting to know each other. It takes being honest. I've been with my cluster for the whole time, so we've had at least seven or eight solid years of working together, and that's key I think. Some clusters don't get along as well, and they still work together well. But I think ours has an advantage, because we like each other. We say what we want to say. It works.

Washington explained that issues get discussed thoroughly in the cluster, and that if there are disagreements, they always get resolved:

> The last [disagreement] we had was when we were doing a banners unit, which is district funded. We had this big disagreement, because I did not want the artist [for this project] to come in prior to the [standardized test] CTBS , and they [did] want the artist. I just kept my foot down, and it got hot and heavy. We gave our pros and cons, but we came to an agreement. You know, before testing, I don't think it looks good to the parents. We always come to agreement, we never just leave it hanging.

This interdisciplinary grade cluster clearly has different voices: from each individual teacher, from other teachers in and outside the classroom, and from facilitators of professional development activities. Finally there are voices that make it all happen: voices of the students.

**Their Classrooms: "You Don't Need a Special Pair of Shoes"**

> The Mission of King Middle School is to create opportunities for learning that are effective, interactive, and enhanced by current technology so as to foster an environment that promotes excellence in independent, critical and analytical reasoning for a diverse student population. We pledge ourselves to:
>
> - build on the student's individual talents
> - nurture the creative potential and natural curiosity of adolescents
> - provide learning experiences which promote a foundation for decision making
> - foster communication skills encompassing all the disciplines
> - provide multidimensional learning opportunities
> - cultivate a commitment to lifelong learning and well being
> - strive for excellence through personal and group challenges
> - recognize and validate individual achievement which underwrites Goals 2000
> - ensure a safe and healthy environment. (King Middle School mission statement)

This mission statement was evidenced "in practice" during our classroom visits. In addition, goals of the two-way bilingual program were articulated by the school's principal in an interview:

> I see as a high priority to support – to encourage – the continued cognitive development of the 11-, 12-, 13-year-olds that come to us having fairly developed thinking processes in Spanish, having them continue that development. That is something that they will develop in either language, but if they don't have the English, it's equivalent to not having a pair of shoes. If a child needs to walk, and you don't allow him to walk until a certain point in his development, you will cripple him, he will never walk as well as anyone else if you didn't allow it. To me it's somewhat analogous to saying, "Okay, now I know you were running and walking and jumping, but now we don't have a pair of shoes for you. You don't have this thing that you need to keep doing that. Therefore, I will not let you walk, run, or jump. You need to get English before you can walk, run, or jump." That's not fair to the developmental needs of a child.

These beliefs became the guiding instructional principles of King's two-way bilingual program. Spanish speaking students are not required to have "a special pair of shoes" (English) to function academically at a par with their English speaking counterparts who are instructed in mainstream classes at King or elsewhere. The following examples are drawn from classroom observations and samples of student work.

**Mathematics**

In the two-way bilingual program classes, math instruction was highly dependent on language. Teachers used and reinforced basic language skills on a daily basis. Students did a great deal of listening to, and speaking and writing about, math in their second language. They were encouraged to discuss and defend their answers. They routinely copied down mathematical processes and definitions in notebooks and often wrote paragraphs explaining how they solved math problems in both their first and second languages. Problem solving was a priority for the district, and reciprocal exchanges often focused exclusively on problem solving. When students solved problems using their second language, they followed these steps. They

1. read the math problems in the second language and translated the problem to their first language;
2. thought about two ways to solve the problem;
3. solved the problem and illustrated its solution;
4. wrote a paragraph explaining their answers; and
5. made an oral presentation in their second language.

For example, students were given a problem called "Mark and the Escalator" and were asked to figure out the number of floors in a building based on a description of Mark's activities in that building. This is what a group of Spanish dominant students wrote:

> The way we solved the answer is adding 1+2=3-1=2+3=5. There are 5 floors in the building. Mark first started on the 1st floor. Then he went up two floors to the 3rd floor. Then he went down 1 floor to the 2nd. Then up 3 floors to the 5th floor.

Spanish as a Second Language (SSL) classes also supported content area learning. For example, at one time, the English dominant students were given a hypothetical math problem that helped them practice and use the Spanish vocabulary they'd been learning – names for objects in and surrounding the school. These students were asked to write in Spanish how they would spend a hypothetical $1000 to replenish their classroom. Students brainstormed how they would spend the money, then wrote up a draft plan in their notebooks, and lastly created a final illustrated list detailing the items they would purchase and showing how the sum totaled $1000. (See Figure 1.)

Figure 1.

| Item | Precio | Cantidad | Dinero |
|---|---|---|---|
| Armario de madera | 20$ | 1 | $980 |
| Pintura amarilla | 40$ | 2 | $940 |
| Globo | 15$ | 1 | $925 |
| Escritorio | 10$ | 15 | $775 |
| La computadora | 200$ | 1 | $575 |
| Escritorio del profesor | 50$ | 1 | $525 |
| Libros | 20$ | 10 | $325 |
| Silla de cuero | 30$ | 1 | $295 |
| Bolígrafo | 5$ | 1 | $290 |
| Pelota | 5$ | 4 | $270 |
| Espejo | 30$ | 1 | $240 |
| Comida | 50$ | 1 | $190 |
| La mesa | 50$ | 2 | $90 |
| Escultura | 70$ | 1 | $20 |
| Velitas | 5$ | 4 | $0 |

**Social Studies**

Social studies was taught primarily through two- to four-week themes, such as: geography, culture, the stone age, Egypt, Mesopotamian Civilization, Greece, Rome, and the Middle Ages. The teachers engaged students in fun and challenging activities related to these themes. For example, when studying ancient Greece, students researched and then orally presented information about an aspect of everyday life in Sparta or Athens. As students presented their illustrated information, the class created a chart comparing the practices of the two peoples and then were able to see the vast differences in the two cultures. Silvers began his class with English dominant students by saying:

> Yesterday we talked about how Sparta's . . . main concern was military. They wanted their soldiers to be strong warriors. They put a lot of time and effort into making their armies large and effective. They did not have a lot of freedom in Sparta. . . . Athens was the opposite. They valued freedom. They were in a search for knowledge. . . . Two very different city states; both were very powerful. . . . But today I want you to talk a little bit about what you learned about the regular everyday activities like food and clothing and play and school and weddings and things like that.

At one point during the class Elma said "I learned that babies in Athens slept in cradles. They had blankets and had lullabies sung to them," Cristina compared that to what she had found out about Sparta: "Spartan babies slept on the floor to make them tough."

At the same time, the Spanish dominant students were engaged in the very same activity with a bilingual teacher. In presenting her illustrated information Elba said, in Spanish, "I drew how the Spartans would take the children that were born weak and they would let them die on a hill . . . ." A classmate asked her, in Spanish, "Why did they let them die?" and Elba answered: "Because they were weak." Another classmate then asked, "What about if they were born a little bit weak and then got strong?"

In each class, students made their oral presentations while the teachers and other students asked questions or added information. Oral language played a critical role for communicating concepts, ideas, and content knowledge. Teachers taught a parallel curriculum, and both used the English social studies textbook. In the classroom of Spanish dominant students, individuals read from the textbook orally in English (receptive skills) while classmates listened (receptive skills). The teacher or students would then translate the text to Spanish orally. The class used Spanish for discussion and for answering questions both orally and in writing (productive skills). During a reciprocal learning experience students would continue to study the topic of Sparta and Athens. Students read out loud and discussed student-generated comprehension questions orally.

Social studies topics were often expanded into special activities that included everyone. These activities provided students in the cluster an avenue for interacting with each other. For example, the concluding activity for the unit of ancient Greece was the Greek Festival. Teachers and students dressed up as gods and goddesses from ancient Greece and made brief presentations about the deities they were portraying. Maribel, a Spanish dominant student, described the Greek Festival in this way (in Spanish): "We dressed up with the other classes from the program in the cafeteria. Each had a god, and we got together with the American people and we spoke to each other." The event involved lots of planning and discussion in class as students talked about their costumes and teachers talked about the types of food they would serve. This discussion was always used to make connections to the historical period they were studying.

**Interdisciplinary Units**

The sixth-grade cluster regularly worked on interdisciplinary projects together. The teachers, who are specialists in different areas (English language arts, Spanish as a second language, social studies, math, and science), shared their expertise as they planned interdisciplinary units. They developed activities for their individual content area classes as well as large group activities that the cluster engaged in together. The projects focused on language arts through the study of English, and students would read, write, and then make oral presentations for each project. They worked in cooperative groups that included both English dominant and Spanish dominant students. These interdisciplinary units served as a wonderful setting for English language study. All the teachers were active participants in planning the units, and they used similar teaching approaches throughout the unit, which reflected the planning they had done together.

In 1996-97, the sixth-grade cluster did an interdisciplinary unit on Shakespeare. Students read Shakespeare plays in Spanish and English and performed "Henry V." They also researched aspects of theater and of Shakespeare's life. The topic reached into the math and science curriculum in various ways. For example, students had to find the percentages of deaths caused by the "Black Death" and learned about the plague from a scientific perspective.

In 1997-98, the teachers planned an 11-week interdisciplinary unit combining the topic, "decision making," and puppetry. The teachers first introduced the topic of decision making through discussion and brainstorming activities. All the students were then involved in the same language arts activities, which focused on writing a play for a puppet show. They learned about character study, setting, and theme while doing this, based on information given to the English language arts teacher at a district workshop. Students used the writing process to draft and finalize their puppet scripts. All teachers assisted students in the editing process. A professional puppeteer helped students make puppets and dramatize their roles. The students' final scripts dealt with serious decision-making situations, such as deciding whether or not to succumb to peer pressure when asked to participate in unwarranted violence. This interdisciplinary unit, as well as others we observed, reflected the cluster as a unit. This activity in particular was language arts rich and reflected the importance of each individual teacher's expertise as the teaching-learning experiences were planned and enacted.

## DISCUSSION

This study was concerned with identifying the structural organization of the middle school, how the organizational structure of the school under study promoted or impeded professional networks among teachers, the types of networks that were encouraged, and the type of teaching-learning practices these networks promoted.

King Middle School has a complex organizational structure. It is generally organized as a high school with dual specialization teachers – in the case of this cluster, teachers who teach reading and an additional content area. Furthermore, it illustrates remnants of an elementary school in relation to Méndez's position in the two-way bilingual program.

The teachers' main reference group is the interdisciplinary cluster. The theoretical model using Bakhtin's (1981) notion of "heteroglossia" seems to be most appropriate when analyzing the professional networks of teachers from this interdisciplinary cluster. Teachers are individuals, members of multiple professional networks, and members of classroom communities. As such they have a multiplicity of voices that come to bear on the teaching-learning experiences that they translate into their practices.

The findings from this case study suggest that the teachers' main professional networks directly influence what teachers do in their classrooms. Three main types of educational practices that were promoted by the interdisciplinary cluster were identified: a parallel curriculum, joint curriculum enriching activities, and interdisciplinary units.

The data show that King students learn in a language rich environment. Students were constantly using language to communicate content knowledge. They were exposed to the four basic language arts in Spanish and English. Math and social studies classes were highly dependent on language as a tool for communication, and second language classes supported content area learning. Students were required to actively listen to teachers and peers and to give oral presentations. They also needed to take and copy notes in their notebooks and describe how they solved a math problem. Students in math and social studies encountered a parallel curriculum. Both Spanish dominant and English dominant students were exposed to the same grade level curriculum in content area classes in their dominant language most of the time (four days a week) as well as in their second language once a week.

It is important to highlight the interdisciplinary grade cluster in reference to the students in the two-way bilingual education program. In this organizational structure, bilingual teachers become part of the mainstream teachers' networks. This ultimately affects the curricula that students are exposed to, regardless of the design of the two-way program being implemented. It is important to study this type of collaboration in order to provide educators and policy makers with alternative organizational structures that may be implemented in schools with large numbers of LEP students. This type of structure is more likely to encourage similar educational opportunities for both LEP and EP students, which should encourage all students to achieve higher standards. It is also critical to emphasize what teachers stressed so many times in our conversations: "We need time to plan curricula together." A program of this sort may not be successful if teachers are not granted time to plan together. However, this time must not be an add on, it should be part of the school's operating structure. Lastly, it is critical to train mainstream teachers to work effectively with students who have limited proficiency in English. In the case presented here, mainstream teachers tended to orchestrate the teaching-learning experiences at a cluster level, and bilingual teachers tended to follow the lead and adapt the approaches in their individual classes. At the same time, bilingual and second language teachers (ESL and SSL) constantly offered mainstream teachers suggestions on teaching second language learners when jointly planning their reciprocal teaching-learning experiences.

In this study, teachers acted as artisans in their individual classrooms, individual artisans who reflected the multiplicity of voices (Bakhtin, 1981) that influenced their day-to-day practices. These interactions supported high levels of student learning and achievement in language and in the academic subjects.

## ENDNOTES

1. Bakhtin stated in another of his writings: "In language, there is no word or form left that would be neutral or would belong to no one: all of language turns out to be scattered, permeated with intentions, accented. For the consciousness that lives in it, language is not an abstract system of normative form but a concrete heterological opinion of the world. Every word gives off the scent of a profession, a genre, a current, a party, a particular work, a particular man, a generation, an era, a day, and an hour. Every word smells of the context and contexts in which it has lived its intense social life; all words and all forms are inhabited by intentions. In the word contextual harmonies (of the genre, of the current, the individual) are unavoidable" (In Tzvetan, 1984, pp. 56-57).

2. The criteria used to select this site included the following: The program had to have been recommended by state officials as a program of excellence; implemented at the secondary level for at least an academic school year prior to the study, and had to show evidence of success. Also, the district had to show interest in participating in the study.

3. The two-way bilingual education program reported on in this study was funded by the New York State Education Department (NYSED) from 1994-1998. The NYSED awards grants on a competitive basis through a Request for Proposals to districts with Comprehensive Plans under Commissioner's Regulations Part 154, which guide the educational services for limited English proficient students in the state. The district was awarded a planning grant for the '94-95 school year and an implementation grant for the '95-96 and '97-98 school years. The district was required to submit a grant proposal and evaluation reports (interim and final) for each year of funding.

## REFERENCES


Allington, R. L., & Cunningham, P. M. (1996). *Schools that work*. New York: Harper Collins College Publishers.

Bakhtin, M. M. (1981). *The dialogic imagination*. Austin: University of Texas Press.

Calderón, M. (1995, April). Dual Language programs and team-teachers professional development. Center for Research on the Education of Students Placed at Risk, Baltimore, MD. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED 394 274)

Calderón, M. (1996, March). How a new form of peer coaching helps teachers and students in two-way bilingual programs. Paper presented at the Annual Meeting of the National Association for Bilingual Education, Orlando, FL. (ERIC Document Reproduction Service No. ED 394 319)

Christian, D., & Whither, A. (1995). *Directory of two-way bilingual programs in the United States*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Collier, V. (1992, Winter/Spring). A synthesis of studies examining long-term language minority data on academic achievement. *Bilingual Research Journal, 16*(1 & 2), 187-212.

Craig, B. (1995). *Two-way foreign language immersion programs: A handbook for parents and teachers*. (ERIC Document Reproduction Service No. ED 384 239)

Cruz, G. I. (1997). Resource document for two-way bilingual education programs in New York State. New York: State Education Department. Unpublished manuscript.

Cummins, J. (1984). *Bilingualism and special education*. San Diego, CA: College-Hill Press.

Halford, J. M. (1996). *Bilingual education: Focusing policy on student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development. (ERIC Document Reproduction Service No. ED 394 283)

Hargreaves, A. (1993). Individualism and individuality: Reinterpreting the teacher culture. In J. W. Little & M. W. McLaughlin (Eds.), *Teachers, colleagues, and contexts*, pp. 51-76. New York: Teachers College Press.

Huberman, M. (1993). The model of independent artisan in teachers' professional relations. In J. W. Little, M.W. McLaughlin (Eds.), *Teachers, colleagues, and contexts*, pp. 11-50. New York: Teachers College Press.

Johnson, S. M. (1990). The primacy and potential of high school departments. In M. W. McLaughlin, J. E. Talbert, & N. Bascia (Eds.), *The contexts of teaching in secondary schools: Teachers' realities*, pp. 167-184. New York: Teachers College Press.

Lindholm, K. J. (1987). *Directory of immersion two-way bilingual programs in the United States*. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Little, J. W., & McLaughlin, M. W. (1993). Perspectives on cultures and contexts of teaching. In J. W. Little & M. W. McLaughlin (Eds.), *Teachers, colleagues, and contexts*, pp. 1-8. New York: Teachers College Press.

Little, J. W., & McLaughlin, M. W. (1993). Conclusion. In J. W. Little & M. W. McLaughlin (Eds.), *Teachers, colleagues, and contexts*, pp. 185-200. New York: Teachers College Press.

Mahrer, C., & Christian D. (1993). *A review of findings from two-way bilingual education evaluation reports.* Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

McLaughlin, M. W. (1993). What matters most in teachers' workplace context? In J. W. Little & M. W. McLaughlin (Eds.),*Teachers, colleagues, and contexts*, pp. 79-103. New York: Teachers College Press.

McLaughlin, M. W., & Talbert, J. E. (1990) The contexts in question: The secondary school workplace. In M.W. McLaughlin, J. E. Talbert, & N. Bascia (Eds.), *The contexts of teaching in secondary schools: teachers' realities*, pp. 1-14. New York: Teachers College Press.

New York State Education Department (1994). Two-Way planning grant for the 1994-1995 school year. Albany, NY: Author.

New York State Education Department (1995). Two-Way program implementation grant. Albany, NY: Author.

New York State Education Department (1995). Final Evaluation Report for the 1995-1996 implementation of the Two-Way program. Albany, NY: Author.

Siskin, L. S. (1991). Departments as different worlds: Subject subcultures in secondary school. *Educational Administration Quarterly, 27*(2), 134-160.

Stenmark, J. K. (1995). 101 short problems/101 problemas cortos: A collection of short, open mathematics problems (Equals Series). Berkeley, CA: Lawrence Hall of Science, University of California.

Stodolsky, S. S., & Grossman, P. L. (1995). The impact of subject matter on curricular activity: An analysis of five academic subjects. *American Educational Research Journal 32*(2), 227-249.

Thomas, W., & Collier, V. (1997). *School effectiveness for language minority students.* Washington, DC: National Clearinghouse for Bilingual Education, George Washington University.

Torres-Guzmán, M. E., & Goodwin, L. (1995). Urban bilingual teachers and mentoring for the future. *Education and Urban Society 28*(1), 48-66.

Tzvetan, T. (1984). *M. M. Bakhtin: The dialogic principle.* Minneapolis, MN: University of Minneapolis Press.

**School related documents:**

*Expressions of King.* (1997). Vol. I.
*District Bulletin*. (1997). Vol. 60, no.71
*Parent-Student Handbook*. (1996).

## Related Materials from the Excellence in English Research Project

***Research Reports***

12002 *Excellence in English in Middle and High School: How Teachers' Professional Lives Support Student Achievement.* Judith A. Langer.

12014 *Beating the Odds: Teaching Middle and High School Students to Read and Write Well.* Judith A. Langer.

***Case Studies***

The following site-specific case studies profile teachers, teams of teachers, and central office administrators. These and others will be available beginning in spring 1999.

12003 *Interactions between Central Office Language Arts Administrators and Exemplary English Teachers, and the Impact on Student Performance.* Carla Confer.

12004 *Beating the Odds Over Time: One District's Perspective.* Sallie Snyder.

12005 *A Middle School Teacher Never Stops Learning: The Case of Cathy Starr.* Eija Rougle.

12006 *Vocational School Teacher Engages Students in High Level Reading and Writing: The Case of Janas Masztal.* Steven Ostrowski.

12008 *Collegial Support and Networks Invigorate Teaching: The Case of Marsha S. Slater.* Ester Helmar-Salasoo with Sally Kahr.

12009 *Forging Connections to Advance Literacy in the Middle School: The Case of Rita Gold.* Steven Ostrowski.

13001 *Achieving High Quality Reading and Writing in an Urban Middle School: The Case of Gail Slatko.* Tanya Manning.

13002 *English Instruction in the Classrooms of Four Exemplary Teachers.* Steven Ostrowski.

13005 *Teaming to Teach English to International High School Students: A Case Study.* Paola Bonissone.

In addition, CELA has published a booklet, *Guidelines for Teaching Middle and High School Students to Read and Write Well.* For current availability and an up-to-date list of reports, visit the CELA website: http//cela.albany.edu or call 518-442-5026.

[1] 1. Bakhtin stated in another of his writings: "In language, there is no word or form left that would be neutral or would belong to no one: all of language turns out to be scattered, permeated with intentions, accented. For the consciousness that lives in it, language is not an abstract system of normative form but a concrete heterological opinion of the world. Every word gives off the scent of a profession, a genre, a current, a party, a particular work, a particular man, a generation, an era, a day, and an hour. Every word smells of the context and contexts in which it has lived its intense social life; all words and all forms are inhabited by intentions. In the word contextual harmonies (of the genre, of the current, the individual) are unavoidable" (p. 56-57). (In Tzvetan, 1984)

2. The criteria used to select this site included the following: The program had to have been recommended by state officials as a program of excellence; implemented at the secondary level for at least an academic school year prior to the study, and had to show evidence of success. Also, the district had to show interest in participating in the study.

3. The two-way bilingual education program reported on in this study was funded by the New York State Education Department (NYSED) from 1994-1998. The NYSED awards grants on a competitive basis through a Request for Proposals to districts with Comprehensive Plans under Commissioner's Regulations Part 154, which guide the educational services for limited English proficient students in the state. The district was awarded a planning grant for the '94-95 school year and an implementation grant for the '95-96 and '97-98 school years. The district was required to submit a grant proposal and evaluation reports (interim and final) for each year of funding.

BEST COPY AVAILABLE